

**THE USE OF DIGITAL PHOTOGRAPH TOWARD STUDENTS'  
ANALYTICAL EXPOSITION TEXT AT MA ALQODIRI GUMUKMAS,  
JEMBER**

**THESIS**

**In Partial Fulfillment of the Requirement for Master Degree in English  
Language Education**



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March 2020**

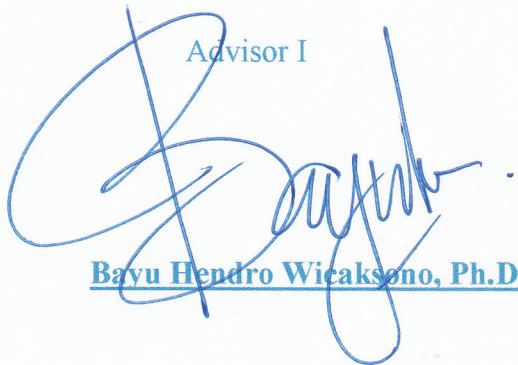
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Proposed by :

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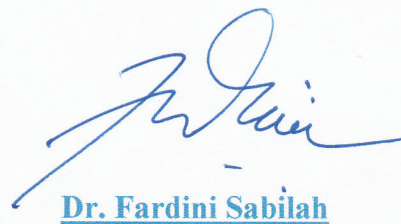
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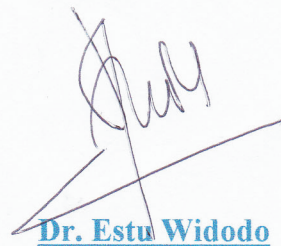


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Master Degree of English Language Education  
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## LETTER OF STATEMENT

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Hereby declare that:

1. The thesis entitled : THE USE OF DIGITAL PHOTOGRPAH TOWARD STUDENTS' ANALYTICAL EXPOSITION TEXT AT MA AL QODIRI GUMUKMAS, JEMBER is my original work and contains no one scientific that may be proposed to achieve an academic degree at my university/Besides, there is no other's idea or citation except those which have been quoted and mentioned in references
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Thus, this statement is made truthfully to be used a appropriate.

Malang, 06 March 2020

The Writer  
  
**Nisrina Balqis Huwaida**





**THE USE OF DIGITAL PHOTOGRAPHS TOWARD STUDENTS'  
ANALYTICAL EXPOSITION TEXT AT MA AL QODIRI GUMUKMAS,  
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**ABSTRACT**

Digital photograph is one of the visual authentic materials that can be used in writing classroom. The material designed to help the students in writing process. It is not the form of printed photograph but in electronic form used in the slide to help students in composing their writing especially analytical exposition text. The research was conducted by using quasi-experimental research design. The students were given the treatment using digital photograph and textbook for another group respectively. The subjects of the research were the Eleventh Grade students of MA Alqodiri Gumukmas, Jember. The data were analyzed by using t-test. The result of data computation in this research showed that there was not significant difference between the students who wrote analytical exposition text with digital photographs and those who wrote paragraph without using digital photographs. It can be concluded that the Eleventh Grade students did not achieve better in writing analytical exposition text by using digital photograph than textbook material.

Keywords : *authentic materials, digital photographs, writing*

## ABSTRAK

Nisrina Balqis Huwaida, 2020. Penggunaan Foto Digital Terhadap Menulis Teks Eksposisi Analytis Pada Siswa Ma Al Qodiri Gumukmas, Jember. Tesis, Program Pascasarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Dosen pembimbing : 1. Bayu Hendro Wicaksono, Ph.D . 2. Dr. Fardini Sabilah

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Foto digital adalah salah satu bahan otentik visual yang dapat digunakan dalam kegiatan menulis. Materi ini dirancang untuk membantu siswa dalam proses menulis. Bukan bentuk foto yang dicetak tetapi dalam bentuk elektronik yang digunakan dalam slide untuk membantu siswa dalam menulis teks eksposisi analitis. Penelitian ini dilakukan dengan menggunakan desain penelitian eksperimen semu. Para siswa diberi perlakuan menggunakan foto digital dan kelompok lain menggunakan buku paket sebagai bahan tertulis. Subjek penelitian ini adalah siswa kelas XI MA Alqodiri Gumukmas, Jember. Pada penelitian ini, data dianalisis menggunakan uji-t. Hasil penelitian mengungkapkan bahwa tidak ada perbedaan yang signifikan antara siswa yang menulis teks eksposisi analitik dengan foto digital maupun mereka yang menulis paragraf tanpa menggunakan foto digital. Dapat disimpulkan bahwa siswa kelas XI tidak mencapai lebih baik dalam menulis teks eksposisi analitis dengan menggunakan foto digital daripada menggunakan buku sebagai bahan menulis.

*Kata Kunci : materi autentik, foto digital, menulis.*

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## MOTTO AND DEDICATION

*Tie Your Knowledge by Writing ( Ali bin Abi Thalib )*



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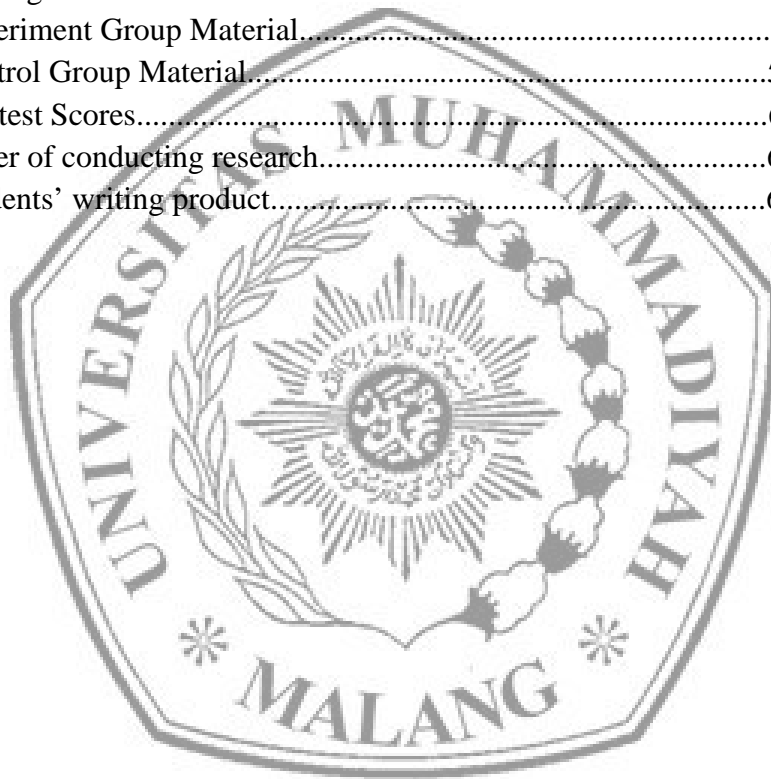
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## **INTRODUCTION**

### **Background of the Study**

Nowadays, authentic materials become more popular in English as a foreign language (EFL) classroom. This phenomenon has been even supported by the current research done by many researchers (Bahrani et al., 2013; Akbari & Razavi, 2015; Khaniya, 2006). The use of authentic materials has been studied for many years. Masood (2013) focuses on exploiting authentic materials in developing writing ability in which the use of this material enhances students' writing ability. In line with Masood, the researcher concentrates on finding out the importance role of authentic material in writing. There are various authentic materials used in the writing classroom. Thus, the researcher chooses one of the authentic materials which is up to date and interesting for the teaching and learning writing.

Digital photograph is one of the visual authentic materials which can be used in the teaching and learning EFL. The characteristics of visual authentic materials used in writing class are interesting and easy to use for helping the students in writing (Gebhard, 2000). It is widely known that digital photographs is an electronic photograph used in the slides to help the students in composing the writing, especially writing analytical exposition text.

Learners and teachers are being exposed more on the use of multimedia, image and printed text in the classroom included songs, photographs, newspapers and short stories (Tanasavate, 2013). However, many English language teachers in senior high school level still prefer to use textbook only and to apply the conventional way in teaching writing.

Writing is a cognitive process in which involves the process of thinking. It requires special attention and instruction. Grenville (2001) stated that writing is a skill that most people can learn, and the more people do it, the easier it becomes. Writing does not come naturally. It needs a lot of hard work on the part of the learner. Writing is a highly complex process, it is recursive need some pre-writing activities than drafting, redrafting, and revision. EFL students have a trouble in connecting their ideas into their writing. Khatib and Hussein (2015) found that learning to write in the foreign language is one of the most difficult tasks which

EFL learners encounter and one that few of them are considered to fully master. Based on preliminary study, the eleventh grade students at MA Alqodiri Gumukmas face a lot of problems especially in writing analytical exposition. The students cannot generate the ideas before writing and develop it to support their writing and persuade the readers. Students learn to be reflective by generating ideas before writing to support each side of an issue before deciding what their position is (Paz, 2001). The students have to develop ideas and obtain many information. So, they have a background knowledge of a certain topic. As a result, it is difficult for the students to express their ideas on paper.

The other factor contributed in this study was the writing score of the eleventh grade students of social studies at MA Alqodiri Gumukmas. The average score of writing analytical exposition was 60 (*appendix 1*), this mean score still does not meet with the minimum passing grade (KKM) of writing subject (70). It means that the expectation in writing analytical exposition is still far from the target. The other reason that support digital photograph should be use as the material in this research comes from an informal interview with the English teacher, the teacher thinks that using slides or power point presentation will waste the time, because it needs long preparation and complicated presentation.

Not only waste the time, the teacher also emphasizes that in writing context, the teacher does not need slides show to deliver the material, teacher only gives the material or topic then asked the students to compose it without any creative teaching in the classroom. Based on that condition, the researcher strives to reduce the burdens by conducting research employing a kind of teaching and materials that can help students generate the ideas. Therefore, it is necessary to support an academic understanding on the use of additional media in teaching writing that such the present study is awaited.

### **Statement of the Research Question**

Based on the information provided in the background of the study, the researcher would like to find out the important role of the use of digital photograph as authentic material in teaching writing. Therefore, this research is aimed at answering the following question: 1). Do the eleventh grade students of MA



Alqodiri Gumukmas achieve better composition in writing analytical exposition text by using digital photograph than textbook material?; 2). Do the digital photograph support students' creative writing?

### **The Hypothesis**

**H0:** The eleventh-grade students of MA Alqodiri Gumukmas does not achieve better in writing analytical exposition text by using digital photograph than textbook material.

**H1:** The eleventh grade students achieve better in writing analytical exposition text by using digital photograph than textbook material.

This part explained the information needed for this research. The researcher tended to focus on the basic theories relevant in the following part.

## **REVIEW OF RELATED LITERATURE**

### **Teaching Writing**

For students in Senior High School in Indonesia, learning English is not the first experience, but the continuation of what already obtained in Junior High School. Thus, the Senior High School English curriculum is a continuation of the curriculum of English in Junior High School. Nowadays, the newest curriculum used in Indonesia is the curriculum 2013.

Teaching writing in Senior High School in Indonesia involves the writing of interpersonal, transaccional, and functional text. Texts that must be taught in senior high school involves descriptive of tourism and historical objects, recount of historical events, narrative of folk legends, procedure in manual form, explanation of natural phenomenas and social issues, analytical exposition of actual issues, dan news item (Depdiknas, 2013). Meanwhile, the scope of English lesson in Senior High School involves the students' ability to make written text.

Writing is an activity which needs lots of practices since it has many aspects to be combined. The teachers, who is handling the class, should have basic knowledge of writing in order to be able to help the students in writing. Thus, a writing class should be motivated primarily to assist the students to develop their ability in

communicating their thought and ideas in written form that can be understood by the reader.

Writing is the most important and reflective tool of learning. Pasand & Haghi (2013) agree that writing is one of the most important skills in learning a foreign language. The significance of being able to write in a second or foreign language has become clearer nowadays. It involves the abilities to develop of an idea, to capture of mental representations of knowledge, and to experience with subjects.

Writing is a process to share the idea into paragraph and build the language development. According to Harmer (2004), the reason for teaching writing to students of English language include reinforcement, language development, learning style and most importantly writing as a skill in its own right.

### **Phases in Teaching Writing**

Writing is a complex process in which requires writers to think critically in order to express their thought in a written form. It is considered as the most difficult skill for language learners because they need to have a certain amount of language learning background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers (Tangpermpom, 2018). Writing follows some process to be good writing such as prewriting, drafting, reviewing, revising and editing.

#### **Pre writing**

Prewriting involves brainstorming, collecting data, note taking, and outlining. This process helps to find the topic, develop the ideas and also limit the scope of what the writer will cover about their writing. Another expert, Grenville (2001) said that prewriting is just thinking on paper. It is a good way to let the unconscious give the ideas because it lets access the memory, experiences, knowledge, fantasies.

#### **Drafting**

Based on Hyland (2003), drafting is stages where writing is began to work. The most important aspect here is to get words into paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording. In this steps drafting helps the students to plan what they want to write through words without feel say worry about spelling, grammar, and punctuation, it means that the students feel free with their own writing.

## Revising

Revising is among the most important steps of writing (Brown, 2003). Here, the writer make it clearer and more convincing, writer calls this step the process revising. All good writers go through several steps of revision because they want to make their writing the best it can be. At this point they reconsider what they have written, get feedback from others, and then make changes.

## Editing

After revising the writing the next steps should be taken is editing. Check the writing carefully, in order to omit the mistake in grammar, word choice, verb forms, punctuation and spelling. Use the dictionary and any other reference materials in order to make the writing is to be correct.

It can be said that teaching writing should guide the students. Not only to write sentence, but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

In order to state the idea clearly, it is important for the writers to follow the process of writing. Nunan (2003), stated that writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statement and paragraphs that will be clearer to the readers. It means that, in writing the writer should has an ability to create the product of writing by organizing the ideas as well as the writers can achieved. On the other hand, the writer should not use the promiscuous ideas, but use the best ideas the writer has.

## Type of Writing Text

There are types of writing use in Senior High School. One of them is analytical exposition. Analytical exposition is a text functioned to persuade the reader or listener that something is the case. This text mostly written in simple present tense. There are some experts that gave similar description of analytical exposition. Djuharia (2007) defined analytical exposition as argumentative text because writer providing readers with point of view, ideas, or thoughts of topic or issue or problem needs to get attention or explanation to persuade the readers. In addition, Priyana

(2008) adds that analytical exposition proposes or suggests a certain topic which may only pro or contra, not both.

The generic structure of analytical exposition text are : (1). Thesis. It introduces the topic of the text and indicates writer's position; (2). Arguments. Each of the argument consist of two devisions. The first one is point, it restates the main argument outlined in preview. This means that each point is an idea that supports the statement of the thesis. The second one is an elaboration. It is part where the writer develops and support each point with evidence, prove or even analysis ; (3). Re-iteration . This last part of analytical exposition text is used to restate the writer's position again to the readers.

From those explanations, it can be said that analytical exposition text is a type of persuasive text that functioned to persuade the reader or listener to have the same position with the writer. This text consists of three stages, statement of position, arguments and restate the position. The writer must state some strong arguments to strengthen their writing and avoid the opposite argument that can break their side.

### **Problem in Writing**

The problems of writing occur during the process of writing. When a topic is discussed in an EFL classroom, the first problem occurs where EFL students tend to spend too much time in finding out an idea about the topic given to write. Furthermore, the following problem comes as it is not only difficult to find out the ideas, but there is also a problem of writing dealing with grammar, vocabulary, and coherence. Brown (2003) identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. Thus, in composing the writing, the writer should have an idea related to the topic going to discuss and transfer it into written forms.

The other problem occur during writing analytical exposition is about arranging the sentences. Huwaida (2017) found that the students felt difficult in arranging ideas into good readable text. Not only arranging, but also developing ideas into good order and organizing structure of the text. Consequently, writing is

not easy to compose, because it uses the writers' ideas in giving the information and argumentation based on the topic the students' concern.

The students also have a problem in identifying the generic features of analytical exposition text (Mahmudah et al., 2017). Then, students also still get problems in finding the topic of what is mainly discussed, main idea, detailed information and references. In short, the students need to have a clear description such as pictures or photos related to the students will compose. Therefore, the students also need to use the internet to gain the references and update information related to the topic.

### **Authentic Materials**

Authentic material can be described as a material which is not created for educational purpose but this kind material can be reliable tool for teacher because of its authenticity of language and its intimation with the language teaching (Losada, C. Insuasty, E & Osorio, M. et. al, 2016). In line with this, Apsari (2014) said that authentic material is referred to the material which is taken from real life sources and it comes with various forms namely, newspaper, megazines and material taken from the internet. Even though authentic materials are not created for educational purpose, this kind of material is believed to be an effective material to help the students learning process.

Richard et. al (2001) identifies two types of materials, i.e., authentic materials (unprepared teaching resources such as texts, photographs, video clips etc.) and created materials (textbooks and other specially developed instructional resources) where the difference between the two materials is becoming increasingly blurred since many published materials integrate authentic texts and other real-world sources.

Brandl (2008) maintains that materials need to be authentic to reflect real-life situations and demands. Authentic materials: expose students to real language in contexts where it naturally occurs; relate more closely to learners' needs and provide a link between the classroom and students' needs in the real world; supports a more creative approach to teaching, allows teachers to develop their full potential, designing activities and tasks that better match their teaching styles and the learning

styles of their students. Therefore, it is the duty of the language teacher to either adapt them or prepare the learners for them.

### **The Benefits and Weaknesses of Authentic Materials**

According to Mishan (2005), richness of content of authentic materials generates a positive environment, especially for motivation and engagement in language learning. In a second/foreign language setting, authentic texts have the following benefits: provide the best sources of rich and varied comprehensible input for language learners; elaborate change to text enrich clarity better than simplification; have an impact on the necessary affective factors indispensable for learning such as motivation, empathy, and emotional involvement ; generate students' motivation and interest ;enable learners to communicate and interact socially in the target language environment, thus having an integrative learning value learning style pose no problem to the efficacy of the use of authentic texts and tasks for learning; suited to a naturalistic (Martinez, 2002).

Despite the benefit of the authentic materials, there are weaknesses of using authentic materials in the writing classroom as mentioned by Martinez (2002) who claimed that authentic materials are sometimes too culturally biased that becomes challenging to understand while writing. When too many different structures are mixed in an article, especially students with lower proficiency level face problems to process all of them at the same time. While selecting materials teachers need to look at some points that sometimes these materials use more complex sentence and superfluous vocabulary items which are time consuming for both the students and teachers (Kilickaya, 2004).

### **Digital Photograph**

Digital photograph is one of the visual authentic materials that can be used in writing classroom. It is genuine material designed to help the students in writing process. It is not the form of printed photograph but in electronic form used in the slide to help students in composing their writing especially analytical exposition text. Digital photograph used in writing class are interesting and easy in teaching and learning English as a foreign language. The use of digital photograph in the writing classroom shows the limitation in this research. Benachaiba & Amine

(2012) mentioned that digital photographs are dynamic and challenging motivating factor in EFL classrooms leading to certain suggestions and should focus on the achievement of learning objectives. Furthermore, students should be provided opportunities to learn through digital photographs because the students can focus to add a new point of view to the photographs, allowing greater depth of understanding. For example, the students will pay attention to the photos that teacher displays and print out. Swenson & Kajder (2004) mentioned that digital images were effective teaching practice paired with technology which can help students to visually communicate meaning. The students will gain many information related to the photos and begin to write about the phenomena that happen in the photos. It is not only describing, but also arguing and giving reasons about the phenomena. By giving some reasons, students will be forced to think critically and compose the paragraph creatively.

It is needed to investigate the use of digital photograph as authentic materials necessary in teaching writing. Digital photograph is used to teach writing as the material. The purpose of this study is to prove the contribution of digital photograph to students' achievement in writing analytical exposition text.

### **Creative Writing**

Students should be creative in writing, because it needs ideas to elaborate. Meyers (2005) stated that writing first involves discovering idea. It is the first step to decide the topic and idea on a piece of paper. In this case, the writer needs to explore the mind as many ideas as possible freely, then record it to save the idea.

Teaching writing is not easy job for English teacher especially teaching analytical exposition text. When teaching writing, students must follow the rules and the component of writing. Thus teacher must choose a good media for the process of teaching and learning. Pictures are sometimes used to support comprehension, as a scaffolding tool to help students quickly associate unfamiliar words with concepts (Beck et al., 2002). However, photograph also hold the power to stimulate complex language use, pushing students to extend their abilities. Therefore, while visual literacy can be integrated with different content areas, activities with images make an especially effective contribution to language learning.



Photographs force the viewer to observe objects by the way in which the camera frames them (Baker, 2015). Comparing different photographs of the same image reinforces students' recognition that an object can be shown in different ways, not unlike the way a concept can be expressed using different languages. Consequently, photograph will make the students easier in elaborating their ideas by identifying, syntesizing and analyzing the content of the photograph which is based on Bloom Taxonomy.

### **Instructional Strategies Using Photograph**

There are instructional strategies recomended by Baker (2015). In this research the researcher only uses some of them as a source of strategy in applying digital photograph as authentic material in writing. The features of digital photograph are captured image and media.

The first feature is captured image. The teacher can capture phenomena surrounding or take from the internet as a source of teaching. Other features of photographs are media, such as newspapers and magazines. Students can discuss underlying social messages. The strategies of using photograph will be discussed bellow :

#### **Step 1: Photo Analysis**

The practice of photo analysis facilitates students' observation skills while challenging them to identify and use language that is part of the photograph.

#### **Preparation**

The teacher will divide into pairs. For each pair, select one photograph of an phenomena surrounding that is familiar or relevant to the students. All groups work with different photo. The teacher displays four photos on the slide.

#### **Step 2. Discuss the overall impression**

Student groups discuss their initial impression of the photograph. To guide discussion, you can ask questions such as:

- What is going on?
- What is this photograph about?
- How does this photograph make you feel?

### **Step 3. List**

Students use the three-column chart to list people, things, and actions they see. Challenge them to list as many items as they can.

### **Step 4. Share**

Students share the items on their list with their group members. Because each student observes a separate quadrant of the photograph, the lists will be different.

### **Step 5. Compare**

Compare parts to the whole Students then return to their initial impressions. They discuss how their lists support (or do not support) these impressions.

### **Step 5 Compose**

The students begin to compose analytical exposition text

### **Previous Research**

Many researchers support the use of authentic material and agree that it exposures to real language and real life, in other words, the students get advantage from being exposed to the language in authentic materials. Moreover, the authentic materials should consider the students' level of knowledge and the students should be helped by their teachers to overcome the difficulties they faced on (Tamo, 2009). Yusuf and Tanti (2010), in their Classroom Action Research found that authentic materials benefit both teachers and students. They inspired teachers to improve their skills in developing materials and activities for the students.

Another previous research, Berardo (2006) found that the authentic material was interesting and more up to date than the textbook material. The students experienced great exposure of real language use in real context. In line with this, the researcher concluded that the textbook material is a conventional material rather the authentic one. Therefore, the researcher need to find out the important role of the use authentic materials.

The same authentic material focus comes from Styati (2017) found that there was significant difference between the students who wrote paragraph supplied with the digital photographs and those who wrote paragraph without using digital photographs. Vecchio (2010), also found that using digital photograph can reach out to engage the students in positive learning experiences. It means that the use of digital photograph creates positive learning experience. The differences between

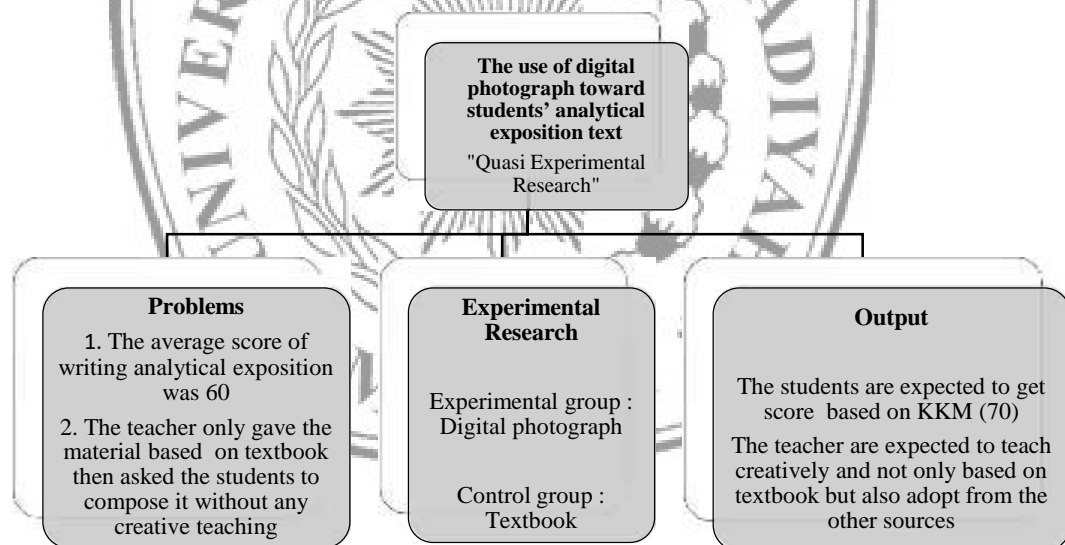
this research and the previous research is the subject, writing concern and the analysis.

Based on the previous studies, the researcher presents that authentic material in teaching and learning English need to be discussed more, particularly for writing skill, specifically writing analytical exposition text . In this research the researcher focuses on developing the eleventh grade students of Senior High School writing skill by using authentic materials use in teaching and learning English.

### Model of the Research

There are proseses in conducting this research. Here is the research model given by the researcher in order to facilitate the reader to determine the overall research. The chart is displayed below.

**Chart 1 : The model of the research on the use of digital photograph as material in writing**



This part has already explained some important theoritical views. The researcher tended to discuss some theoretical views such as research design, population and sample, research instrument, data collection and data analysis in the following part.

## RESEARCH METHOD

### The research Design

This research was applying quantitative design. Muijs (2004) stated that quantitative research was about describing real phenomena by collecting quantitative data which analyzed using mathematically based method. Thus, this research used statistical data to analyze the findings in the end of this research.

According to Cresswell (2012: 294), “an experimental design is the traditional approach to conducting quantitative research”. In other words, to accomplish a quantitative research, it is needed to use an experimental design.

In conducting educational research, it is not always possible to select or assign the subject randomly. In this research, the researcher used quasi-experimental design. This design involved selecting groups, upon which a variable was tested, without any random pre-selection processes. The researcher used posttest- only design. It is explained on table 1 below.

**Table 1: Quasi Experimental Design**

| <b>Posttest- Only Design</b> |   |                  |
|------------------------------|---|------------------|
| <b>Group</b>                 | <b>Treatment</b>                        | <b>Post-Test</b> |
| Experimental Group           | Authentic material “digital photograph” | ✓                |
| Control Group                | Textbook material                       | ✓                |

Adapted from (Creswell, 2012)

From table 3.1, quasi-experimental research do not need pretest as long as the characteristic of the students from both experiment and control were homogeneous. The researcher used a posttest-only design to measure a dependent variable following a treatment in experiment group and compares comparison group that did not receive the treatment. In selecting the class, the researcher selected preexisting groups to which the researcher did not randomly assign participants. The researcher used posttest-only design to find out the important role of digital photograph as material in writing classroom. The researcher did not need pretest because the students had the same characteristic by having existing writing analytical score from the English teacher and the number of the students.

Experimental class used digital photograph as material and control class used textbook usually used in English classroom.

### **Variable of the Research**

Variable could be said as the main requirements consider before constructing the research. To reach the goal of the research, variables become the keys to collect the information of the study. In the experimental design, the variables used were divided into two such as dependent and independent variables.

Dependent variable referred to the definite features of the skill used to be measured in this study. According to Creswell (2012), dependent variable was an attribute or characteristic that was dependent on or influenced by the independent variable which could be measured using continuous or categorical scores. Thus, in this research, the dependent variable indicated to the students' ability in writing analytical exposition text that would be measured by writing test.

Independent variable referred to the factors or treatments used to influence the dependent variable. Independent variable was an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2012). The independent variable in this research was digital photograph as material.

### **The Setting and Research Participants**

This research was conducted in MA Al Qodiri Gumukmas. It was located at Jl. Umbulsari no.3 Gumukmas, Jember East Java. This research focused on the social field. There were some reasons for choosing MA Alqodiri as the site of this research. Firstly, the school employs three English teachers who had a few experiences in teaching English. It could be proven that all the English teachers had taught approximately 2 to 5 years in senior high school. Secondly, the English teacher often used textbook as material in the classroom. Thirdly, the English teacher of this school preferred to use conventional teaching and learning even this school had already used curriculum 2013. Thus, this school was appropriate to be used as the setting of the present research.

### **Population**

Population means the target or group of research area which used by the researcher to obtain the data. Population was the members of a real or hypothetical

set of people, events, or objects to which educational researchers wish to generalize the result of the research (Latief, 2016). The population of this research was the eleventh grade students at MA Alqodiri Gumukmas in the odd semester in 2019/2020 academic year. There were four classes in the eleventh grade, such as XI IPA 1 consisted of 15 students, XI IPA 2 consisted of 16 students, XI IPS 1 consisted of 16 students and XI IPS 2 consisted of 16 students. The total number of population is 63 students. The researcher choosed the eleventh grade because the students had the materials about analytical exposition text which was appropriate with this present research.

### **The Sample**

Sample refered to the representative of investigated population. Sample was a small subgroup chosen from the larger population (Richard et al., 2011). It means that sample was a part of the population from which data were taken. The samples of this research were students class XI IPS-I and XI IPS-2. The selection of both classes as the subjects of the research was based on some considarations such as: 1). The number of the students' classes was equal; 2). Both classes had the balanced and homogeneous scores based on the teacher score (*appendix 2*); 3). The students were handled by the one English teacher in order to make the researcher easier and consistent during the collecting the data. For selecting the sample, the researcher applied purposive sampling technique. According to Ary et. al (2010), purposive sampling is the process of selecting sample by taking subject that was not based on the level or area, but it was taken based on the specific purpose. Based on primary score and the number of the students are equal, it is indicated that the population is homogeneous. Because the researcher convinces that was appropriate technique for this research.

### **Data Collection**

The researcher exceeded some procedures for collecting the data. The following procedures were used to collect the data from the primary sources, such as:

- a. Visiting the selected school and talk to the authority to obtain the permission for conducting the research.
- b. Selecting the students of social studies in the eleventh grade students

- c. Constructing the lesson plan for teaching
- d. Designing post-test items.
- e. Dividing the selected students or subjects into two groups such as experimental and control groups which supposed that had equal of writing based on writing score from the English teacher.
- f. Teaching writing analytical exposition text in the experimental by implementing the digital photograph as material and textbook for control group.
- g. Administrating the post-test to the both experimental and control groups were recorded as the individual raw scores.
- h. Analysing the post-test scores by using independent sample T-test for answering the research question of this research.

### **The Procedures of the Research**

The teaching of writing analytical exposition held by the English teachers of MA Alqodiri Gumukmas. There were two teachers will teach in the experiment and control class with the same gender, qualification and age. The experiment and control groups planned into eight meetings for each group include post-test (*appendix 3*).

The time allocation for each meeting is 45 minutes. In the first meeting, focused on the introduction of analytical exposition by giving an example. In the second meeting, the students began with pre writing. The third meeting, students continued with drafting or composing analytical exposition text. In the fourth meeting, students reviewed the draft of the other pairs focus on the generic structure. Subsequently, in the fifth meeting, students revised their draft that had already corrected by their friends. Then, sixth meeting, the students review again which focused on the students' writing component. The seventh meeting, students back to revise it and presented their writing product. The last meeting was post-test.

In the syllabus of class XI, there were eight meetings that is needed to teach analytical exposition (*appendix 4*). Consequently, the researcher adapted the meetings to implement the research. The detail activities of teaching writing in the both groups explained in the lesson plan (*appendix 5*). To give more understanding regarding to the procedure of this research, the short teaching writing procedure of

digital photograph and textbook in writing classroom could be seen in figure 1. The general activities explained as follow:

**Figure 1 : Teaching Writing Procedure**

| Activities  | Experiment  | Control   |
|-------------|---|---|
| Pre Writing | The teacher distributes the form of pre writing and asks the students to look the photograph about “Forest Fires” which displays on the slide of power point.                               | The teacher distributes the form of pre writing and gives the topic about “Television” for discussing based on the students’ knowledge.   |
|             | Teacher asks students to take some notes or write down the important point from the photograph.   | The teacher asks the students to write the important points   |
|             | The teacher asks the students to write a complete sentence point collected  | The teacher asks the students to write a complete sentence point collected  |
| Drafting    | The teacher asks the students to write a paragraph based on analytical exposition text rule on the form of drafting. The students develop their pre-writing result into complete paragraph. | The teacher asked the students to write a paragraph based on analytical exposition text rule on the form of drafting. The students develop the pre-writing result into complete paragraph |
| Revising    | The teacher asks the students to exchange the students’ writing draft in pairs.   | The teacher asks the students to exchange the students’ writing draft in pairs.   |
|             | Students review their friends’ writing product  | Students review their friends’ writing product  |
|             | Students revise their writing draft   | Students revise their writing draft   |



## Research Instrument

Test or worksheet used to elicit or collect information and data. The used of worksheets as an instrument was to measure the students' composition in writing analytical exposition text through digital photograph as authentic material. The reason was to support the objectivity of research data. According to Brown (2004), the test was a method of measuring of person's ability, knowledge or performance in a given domain. Thus, the main instrument of this research was in the form of test. The test administered, namely: Post-test of writing analytical exposition

The post-test administered after conducting the treatment. It aimed to measure the differences students achievement in writing analytical exposition. The students were given 4 topics related to the photos that the source tool from the newspaper and internet and textbook. The researcher was collab with the English teachers in constructing the topic for post-test. The students choosed randomly the topic or photos and begin to compose it individually (*appendix 5*). The students' posttest score assessed based on writing rubric assessment (*appendix 6*).

## Validity and Reliability

A good test had two characteristics, validity and reliability. Related to validity, Hughes (2003) stated that the test should be measured what it purposed to measure. It means that the test could be valid if writing was measured by writing test or previous knowledge of a subject or some other variable of questionable relevance.

The researcher used content validity. Content validity was when the purpose and the test were relevance each other (Ary, 2010). It was chosen because the content of writing test constructed on writing material which was selected in the syllabus, the curriculum of senior high school, lesson plan and some criterias of students' competences. The content of the test and the appropriateness of the test checked by the English teacher. The researcher also used writing rubric assessment to score.

Reliability was necessary characteristic of any good test for it to be valid at all. Reliability was the consistency of measurement (Ary, 2010). This statement means reliability of test score was consistent across different characteristics of testing

situation. The reliability of classroom assessment and the rubric development in this research involved scorer reliability.

### **The Scoring Method**

To find out the students' achievement in post-test result, the score of students calculated individually by using assessment rubrics of writing procedure. Scoring in writing were decided by five aspects; content, organization, vocabulary, language use and mechanics (Hughes, 2003). There were five aspects of criteria (content, organization, vocabulary, language use and mechanics) as the indicator of evaluation mentioned to measure the specific competences as the goals. Concerning with the scoring method, the researcher used an analytic scoring. Weigle (2002) defined analytic scoring provides more detailed information of performance in different aspects of writing. Those five aspects used because the performance indicators of writing evaluation are very clear, brief and understandable. It is appropriate with this research. The detail description of the scoring rubric is presented in *appendix 6*.

### **The Data Analysis**

The primary data or the students' writing scores from the posttest was analyzed by means of independent sample t-test to know whether or not the mean difference of both the experimental and the control groups was significant by using SPSS (Statistical Package for Social Science) as one of the popular softwares used to statistically analyze data. It was chosen due to the accuracy in calculating the data. In collecting secondary data, the researcher used observation. The classroom observation was conducted in order to identify digital photograph used by EFL students toward their teachers' material. Observation was very important to control students' activities in teaching and learning process.

By analyzing the students' writing product, the researcher knew the students' creative writing through digital of photograph that the students preferred to compose as analytical exposition text. It could be seen in table 2 in the following.

**Table 2 : Table of the research**

| No | The Research Question  | Type of Data   | Instrument                                   | Analysis   |
|----|--|--|--|--|
| 1  | 1. "Do the eleventh grade students achieve better in composing writing analytical exposition text by using digital photograph than textbook material?" | Students' writing analytical exposition text (post-test score) | Students' writing test<br><br>Scoring rubric | 1. Students writing score (post-test) were analyzed by writing rubric assessment.<br><br>2. Normality test.      |
| 2. | "Do the digital photograph support students' creative writing?"  | Students' active participations, students respond              | Students' writing product                    | 3. The mean score from control and experimental group were computed and analyzed using independent sample t-test |

This part had already explained about the method of this research in detail. The result finding and discussion will be explained in the following part.

## **FINDINGS AND DISCUSSION**

### **Research Findings**

This part provided some information related research findings and hypothesis verification. In this case, the researcher calculated and analyzed the mean and post-test scores in primary data using independent sample t-test and clarified whether the digital photograph support students' creative writing or not.

The researcher collected the supporting data on 3<sup>rd</sup> September 2019. The supporting data covering some documents including the eleventh grade students' names and students' homogeneity score of XI IPS were collected. The schedule of conducting the research is shown in Table 3 below.

**Table 3: The Schedule of Conducting the Research**

| No | Activities  | Dates ( in the year of 2019)                        |
|----|---|---|
| 1  | Collecting the supporting data                    | 3 <sup>rd</sup> September                           |
| 2  | Doing treatment to the experimental group         | 29 <sup>th</sup> October- 19 <sup>th</sup> November |
| 3  | Teaching the control group                        | 30 <sup>th</sup> October- 20 <sup>th</sup> November |
| 4  | Conducting the posttest to the experimental group | 27 <sup>th</sup> November                           |
| 5  | Conducting the posttest to the control group      | 28 <sup>th</sup> November                           |
| 6  | Analyzing the results of the posttest             | 3 <sup>rd</sup> December                            |

Two groups were taken selectly after knowing the homogeneity of population (appendix 1). The respondents of the research were XI-IPS 1 chosen as the experimental group and XI-IPS 2 as the control group. There were 16 in every class. The detailed activities in both groups were explained in the following.

#### **The Primary Data**

The primary data were the results of the post-test given to both the experimental and the control groups after giving the treatment to the experimental group and the conventional teaching to the control group. The post-test was administered to obtain the data to prove the significant difference between the experimental and the control groups. The results of the post-test were analyzed as follows.

#### **The Result of Post-test**

The students' writing for post-test was assessed by the researcher and the English teacher. The student's writing was copied and was given to the English teacher to be scored based on the scoring rubric as explained in the previous chapter. The result of the students' post-test in both the experimental and control groups can be seen in *appendix 10*. The summary of post test score presented in table 4 in the following.

**Table 4: The result of post-test scores**

|                   | N  | Highest score | Frequency of the highest score | Lowest score | Frequency lowest score |
|-------------------|----|---------------|--------------------------------|--------------|------------------------|
| <b>Control</b>    | 16 | 87            | 1                              | 60           | 1                      |
| <b>Experiment</b> | 16 | 91.5          | 1                              | 31.5         | 1                      |

From the table 4, the researcher summarized the result of post-test score . The highest score of control group was 87 and the lowest score was 60. The frequency of both the highest and lowest scores of control group was 1. Meanwhile the highest score of experimental group was 91.5 which higher than the highest score of the control group. But, the lowest score of experimental group was below the lowest score of the control group. It was 31.5 and the frequency of both the highest and lowest scores was 1.

### The Result of Data Computation

The result of data analysis was consulted to t-table of 5% significance level to know the significance of the result. If the result of t-computation was higher than the result of t-table, it meant that the null hypothesis ( $H_0$ ) which was formulated: “the eleventh grade students did not achieve better in writing analytical exposition text by using digital photograph than textbook material” was rejected. Therefore, the alternative hypothesis ( $H_a$ ) which was formulated: “the eleventh grade students achieve better in writing analytical exposition text by using digital photograph than textbook material” was accepted. It will be described in table 5 in the following.

**Table 5: The Output of Statistical Description**

| Group Statistics |            |    |        |                |                 |
|------------------|------------|----|--------|----------------|-----------------|
|                  | Group      | N  | Mean   | Std. Deviation | Std. Error Mean |
| Posttest Result  | Control    | 16 | 76.656 | 7.2542         | 1.8136          |
|                  | Experiment | 16 | 70.688 | 13.9450        | 3.4862          |

According to the table 5, it can be seen that both of control and experimental class had sixteen number of students each class. The post-test score of the control class or the students who were taught without providing digital photograph showed the mean score was 76,656. It was more than experimental class, which was 70,688. Then, the standard deviation was calculated based on the mean. The distance of each data can be seen on the standard deviation. Standard deviation illustrated the distribution of sample value. It was 7,2542 for control whereas 13,9450 for experimental class. The smaller standard deviation, the values in sample data tend to be close to the mean. Conversely, the higher standard deviation, the more varied the sample values. While the standard error mean, this reflected the accuracy of the

sample the researcher choosed for the population. The smaller standard error value, the more indicated that the sampling was good or sufficient to represent the population under study. The standard error mean in control class was 1,8136 and 3,4862 for experimental class. To prove whether the data distribution significant different or not, the researcher needed to support with the following output of normality test.

**Table 6 : Tests of Normality**

|       |            | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|-------|------------|---------------------------------|----|-------|--------------|----|------|
|       | Groups     | Statistic                       | df | Sig.  | Statistic    | Df | Sig. |
| Score | Control    | .152                            | 16 | .200* | .940         | 16 | .346 |
|       | Experiment | .177                            | 16 | .196  | .888         | 16 | .051 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 5, there were two kinds of normality test. Kolmogorov-Smirnov used to test normality of sample in large numbers  $> 50$ , while Shapiro-Wilk for small numbers  $< 50$ . In this research, the number of the samples from both control and experimental group were 32 which indicated that the number of the sample below 50. It meant that the researcher used Saphiro-Wilk to test the normality.

In the table of Saphiro- Wilk, the researcher should compare the significance coeificence value with alpha .05 to know whether the distribution of the data were normaly or not. If the significance value  $> .05$ , the data distribution were normal. If the significance value  $< .05$ , the distribution of data were not normal.

From data computation of normality test in the table 6, the control group had significant value .346 which was higher than .05. It can be concluded that the data distribution of control group were normal. Whereas the experimental group had significant value .51 which was higher than .05. Then, the data distribution of experimental group were normal. If the data was normally distributed, then testing the research hypothesis was carried out using the parametric analysis approach. In this case was *independent sample T-test*.

**Table 7: The Output of Independent Samples T-Test**

| Levene's Test<br>for Equality of<br>Variances |                                      | t-test for Equality of Means |      |       |        |                     |                    |                          |   |         |
|---|--------------------------------------|------------------------------|------|-------|--------|---------------------|--------------------|--------------------------|---|---------|
|   |                                      |                              |      |       |        | Sig. (2-<br>tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the<br>Difference |         |
|   |                                      | F                            | Sig. | T     | Df     |                     |                    |                          | Lower   | Upper   |
| Result  | Equal<br>variances<br>assumed        | 1.601                        | .215 | 1.519 | 30     | .139                | 5.9688             | 3.9297                   | -2.0569   | 13.9944 |
|   | Equal<br>variances<br>not<br>assumed |                              |      | 1.519 | 22.564 | .143                | 5.9688             | 3.9297                   | -2.1692   | 14.1067 |

According to table 7, The independent sample T test analysis of total score of posttest was started the value of sig. *column Levene's test for equality of variance* was  $.215 > .05$ . It meant the variance of the data were homogeneous. The significance number (sig 2 tailed) was  $.139 > .05$ . It meant that  $H_0$  accepted and  $H_1$  was rejected. Then, t table was shown on equal variance assumed were 1.519. It indicated that there was no a significant difference of students total score between control and experimental class. Thus, the students who have taught using digital photograph did not achieve better in writing analytical exposition achievement than those students who have taught using textbook.

### Discussion

Based on result finding conveyed by the researcher above, the students who have taught using digital photograph did not achieve better in writing analytical exposition achievement than those students who have taught using textbook statistically. Referring to the failure factors in doing the research, the researcher observed two classes where the control class focused on the use textbook as the material and experimental class used digital photograph as the material. From the data of observation, the teacher had a good trick dealing with asking question related to the material that the students going to study.

In the control class, the teacher did not use slides of power point to deliver the material. The teaching and learning did conventionally by using textbook, whiteboard, lecturing method and discussion in the classroom. The teacher did not explain the indicator and the objectives for each meeting in the opening step. So did it in experimental class, students did not understand well about the material and the objectives of the lesson.

The researcher compares with other previous finding, it can be acquired the differences with the finding from Styati (2017), the research found that there was significant difference between the students who wrote paragraph supplied with the digital photographs and those who wrote paragraph without using digital photographs. The similarity of the research finding is to examine the use of digital photographs toward students' writing. While the differences was about the type of writing. The type of writing text of the previous finding was descriptive text, where in this research the type was analytical exposition text which the students were not describe but discovering ideas, write down the writers' opinion and giving fact to convince the readers.

Students still get problem in finding the topic of what was mainly discussed, main idea, detailed information and references. In line with this, Djuharia (2007) defined analytical exposition as argumentative text because writer providing readers with point of view, ideas, or thoughts of topic or issue or problem needs to get attention or explanation to persuade the readers. Some students did not elaborate the ideas and the writers did not persuade the readers that the the content was important. From this statement, analytical exposition text was not simple text to compose. So that, this research finding was different with Styati finding who used descriptive text in conducting the research.

The other previous research finding comes from Vecchio (2010), which found that using digital photograph can reach out to engage the students in positive learning experiences. The use of digital photograph creates positive learning experience. It was really contrast with the observation result of this research, in the experimental class, the teacher did not give a clear instruction what should the students did through digital photograph. So, it made the students felt confused.



Students did not visually communicate with the meaning of photographs on the slide of power point. It was different with Swenson & Kajder (2004) that mentioned digital images were effective teaching practice paired with technology which can help students to visually communicate meaning. Moreover, the teacher could not explain in answering the questions from students. As the teacher did, the students only write down their opinion from the photographs without giving evidence. Besides, not all students in experiment class have mobile phone individually, because the school did not permit students to use handphone in teaching and learning process. The students did not have many information to prove. Finally, the researcher assumed those things as the failure factors of students in gaining the better achievements in writing.

The other factors contributed in this failure factor was about the post test instrument of writing analytical exposition. In this case, the intructions of the test did not clear enough to understand. The students only pay attention to write analytical exposition without thinking about clearly state the point of view, the structure, tenses and connecting words. In conclusion, the students got difficulty in arranging the sentences because of poor instruction given by the teacher and researcher on the post test instrument.

On the contrary, the students in the control group were more serious in learning English. They were focused in listening the teacher explanation. Besides, the teacher gave example from the textbook, the students could write freely and look the example. The students in the control group were more cooperatively in learning and discussing the topic with their pairs. Then, the students could write the text and get a lot of information. There were 2 students from 16 students of control class who got score under the minimum criteria. It was bellow 70. Meanwhile, there were 7 from 16 students of experimental class got under 70. It meant that the students of experimental class who have taught by using digital photograph still far from being creative in writing analytical exposition test because of : 1). students still difficult to elaborate the ideas and the writing product did not persuade the readers that the the content was important; 2). Students did not visually communicate with the meaning of photographs on the slide of power point.

Despite the use of technology in teaching is needed, students still find it difficult to use digital photographs as material, especially in writing analytical exposition text. Not all students like technology-based learning, especially the eleventh grade students of MA Al Qodiri Gumukmas, Jember. On the contrary, in this study, students preferred conservative learning or paper based learning.

Related on the finding, the researcher had answered the research in this study, The research showed that the use of digital photograph will gain the students better achievement in writing was rejected. It means that digital photograph can not be used as the material of teaching writing of analytical exposition text.

Based on the findings and discussion above, this chapter has already highlighted some data and information on it. Then , the information of conclusion and suggestions will be exposed in the following.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Regarding to the hypothesis verification and the earlier part of the discussion, it can be concluded that the eleventh grade students did not achieve better in writing analytical exposition text by using digital photograph than textbook material on the eleventh grade students at MA Alqodiri Gumukmas, Jember. The data result revealed that the students who were taught using digital photograph did not support students' creative writing because of some reasons provided. There were students still difficult to elaborate the ideas and the writing product did not persuade the readers that the the content was important. Students did not visually communicate with the meaning of photographs on the slide of power point. In addition, digital photograph did not support students' creative writing because the students poor expression of ideas to write analytical exposition text. Thus the researcher proposed some suggetions in the following.

### **Suggestions**

At the end of the research, there are some suggetions for the teachers and further researcher.

#### **1. The teachers**

In order to help the students to have a good writing skill, the teacher should be able to provide interesting material, strategy and media in teaching process. Since

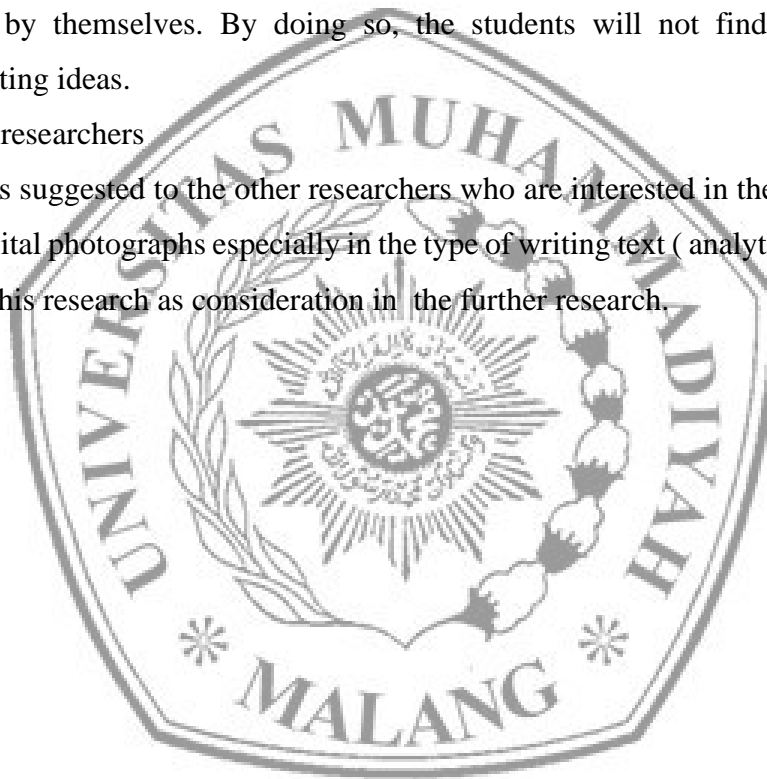
in this research was failure, the eleventh grade students did not achieve better in writing analytical exposition text by using digital photograph than textbook material on the eleventh grade students, digital photograph can not be used as the material of teaching writing of analytical exposition text.

## 2. The students

The result of this research indicates that the eleventh grade students of MA Alqodiri Gumukmas, Jember poor category in elaborate the ideas. The students need to enrich their experience in discovering idea, because analytical exposition text is about the writers' ideas. They can start to make good pre writing and listing reason by themselves. By doing so, the students will not find difficulties in elaborating ideas.

## 3. The researchers

It is suggested to the other researchers who are interested in the same material like digital photographs especially in the type of writing text ( analytical exposition) to use this research as consideration in the further research.



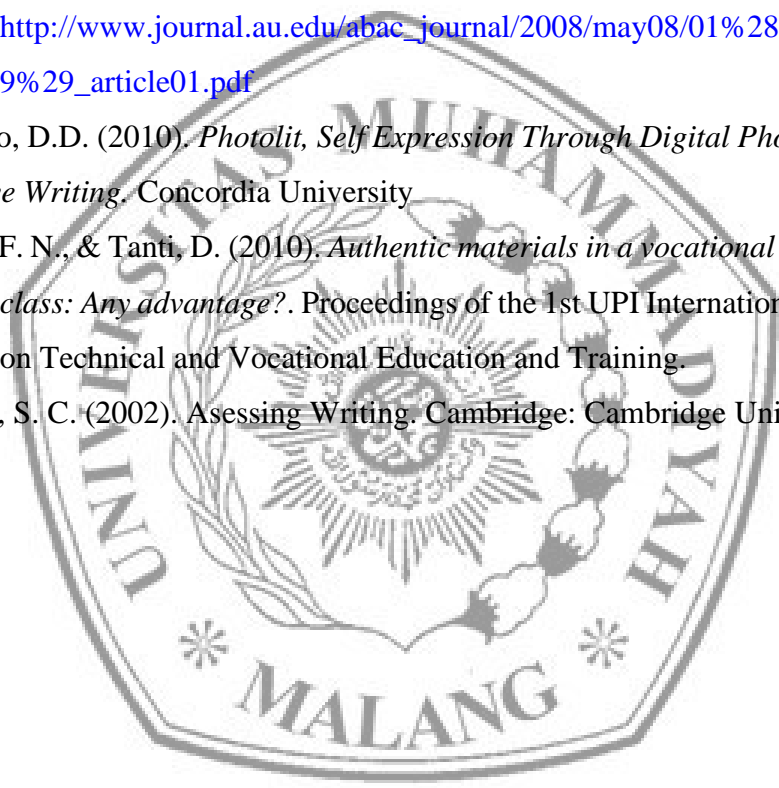
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Appendix 1  
Writing analytical exposition score

Writing score of Social Studies (XI-IPS 1)

| No    | Name               | Score |
|-------|--------------------|-------|
| 1.    | Amelia Akmil       | 61    |
| 2.    | Anugrah Gymnastiar | 60    |
| 3.    | A. Roiq            | 59    |
| 4.    | Fatimatur Rohmah   | 60    |
| 5.    | Gresila            | 59    |
| 6.    | Ida Puji           | 60    |
| 7.    | Ifadatul Muhimah   | 60    |
| 8.    | Izzatur Rohma      | 61    |
| 9.    | Iftita Fatmawati   | 59    |
| 10.   | Ismi Faiz          | 62    |
| 11.   | Muslimah           | 60    |
| 12.   | Siti Nikmatul      | 63    |
| 13.   | Agus Harianto      | 58    |
| 14.   | Siti Nurhafifa     | 60    |
| 15.   | Sulistiawati       | 60    |
| 16.   | Dani Ardiansyah    | 61    |
| Total |                    | 963   |

KKM : 75

The Mean score :  $M = \frac{\sum x}{N}$   
 $M = 963 / 16$   
 $M = 60,187$

(M60 M75)

Writing score of Social Studies  
(XI-IPS 2)

| No    | Name                 | Score |
|-------|----------------------|-------|
| 1.    | Dwi Wahyuni          | 60    |
| 2.    | A. Rofiki            | 64    |
| 3.    | Mutiatal             | 61    |
| 4.    | Siti Nur Fadilah     | 60    |
| 5.    | Khoirul Anam         | 59    |
| 6.    | Hariyadi             | 59    |
| 7.    | M. Roni              | 59    |
| 8.    | Kunti Nur Rohmah     | 60    |
| 9.    | Ilmiatul Mufida      | 60    |
| 10.   | Iswatun Hasanah      | 61    |
| 11.   | Siti Nur Rodiyah     | 60    |
| 12.   | Sulistioningsih      | 59    |
| 13.   | Kurrotul Lilik       | 60    |
| 14.   | Siti romlah          | 61    |
| 15.   | Siti Zahrotul Jannah | 60    |
| 16.   | Yesi Fatmasari       | 60    |
| Total |                      | 963   |

KKM : 75

The Mean score:  $M = \frac{\sum x}{N}$   
 $M = 964 / 16$

M = 60,187 (M60 M75)



Appendix 2  
Preliminary Data

| The Data of XI Social Class<br>Detection of Characteristic |          |              |       |         |     |
|--|----------|--------------|-------|---------|-----|
| Xi   | Xi-rata2 | (Xi-rata2)^2 |       |         |     |
| 61   | 0,875    | 0,765625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 59   | -1,125   | 1,265625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 59   | -1,125   | 1,265625     |       |         |     |
| 60   | -0,125   | 0,015625     | rata2 | 60,1875 |     |
| 60   | -0,125   | 0,015625     | N     | 16      |     |
| 61   | 0,875    | 0,765625     | N-1   | 15      |     |
| 59   | -1,125   | 1,265625     |       |         |     |
| 62   | 1,875    | 3,515625     |       |         | 1,5 |
| 60   | -0,125   | 0,015625     | SD    | 2,25    |     |
| 63   | 2,875    | 8,265625     |       |         |     |
| 58   | -2,125   | 4,515625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 61   | 0,875    | 0,765625     |       |         |     |
| 963  |          | 22,5         |       |         |     |
| x1   | x1-rata2 | (Xi-rata2)^2 |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 64   | 3,875    | 15,01563     |       |         |     |
| 61   | 0,875    | 0,765625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 59   | -1,125   | 1,265625     |       |         |     |
| 59   | -1,125   | 1,265625     | rata2 | 60,1875 |     |
| 59   | -1,125   | 1,265625     | N     | 16      |     |
| 60   | -0,125   | 0,015625     | N-1   | 15      |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 61   | 0,875    | 0,765625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         | 1,5 |
| 59   | -1,125   | 1,265625     | SD    | 2,25    |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 61   | 0,875    | 0,765625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 60   | -0,125   | 0,015625     |       |         |     |
| 963  |          | 22,5         |       |         |     |

Appendix 3  
The research Schedule

Experimental Group

| Meetings | Activities                                 | Day and Date                                  | Time        |
|----------|--|---|-------------|
| 1        | Introduction to Analytical Exposition      | <i>Tuesday, 29<sup>th</sup> October 2019</i>  | 07.00-07.45 |
| 2        | Pre Writing (Digital Photograph)           | <i>Tuesday, 29<sup>th</sup> October 2019</i>  | 09.15-10.00 |
| 3        | Drafting                                   | <i>Tuesday, 5<sup>th</sup> November 2019</i>  | 07.00-07.45 |
| 4        | Reviewing                                  | <i>Tuesday, 5<sup>th</sup> November 2019</i>  | 09.15-10.00 |
| 5        | Revising                                   | <i>Tuesday, 12<sup>th</sup> November 2019</i> | 07.00-07.45 |
| 6        | Reviewing                                  | <i>Tuesday, 12<sup>th</sup> November 2019</i> | 09.15-10.00 |
| 7        | Revising and Presenting the writing result | <i>Tuesday, 19<sup>th</sup> November 2019</i> | 07.00-07.45 |
| 8        | Post-test                                  | <i>Tuesday, 19<sup>th</sup> November 2019</i> | 09.15-10.00 |

Control Group

| Meetings | Activities                   | Day and Date                                    | Time        |
|----------|------------------------------|---|-------------|
| 1        | Teaching 1 ( Using Textbook) | <i>Wednesday, 30<sup>th</sup> October 2019</i>  | 09.15-10.00 |
| 2        | Teaching 2                   | <i>Wednesday, 30<sup>th</sup> October 2019</i>  | 10.30-11.15 |
| 3        | Teaching 3                   | <i>Wednesday, 6<sup>th</sup> November 2019</i>  | 09.15-10.00 |
| 4        | Teaching 4                   | <i>Wednesday, 6<sup>th</sup> November 2019</i>  | 10.30-11.15 |
| 5        | Teaching 5                   | <i>Wednesday, 13<sup>th</sup> November 2019</i> | 09.15-10.00 |
| 6        | Teaching 6                   | <i>Wednesday, 13<sup>th</sup> November 2019</i> | 10.30-11.15 |
| 7        | Teaching 7                   | <i>Wednesday, 20<sup>th</sup> November 2019</i> | 09.15-10.00 |
| 8        | Post-test                    | <i>Wednesday, 20<sup>th</sup> November 2019</i> | 10.30-11.15 |

### Syllabus of Class XI Analytical Exposition Text

| Kompetensi Dasar   | Materi Pembelajaran   | Pembelajaran   | Penilaian   | Alokasi Waktu | Sumber Belajar  |
|--|---|--|---|---------------|---|
|  |   | <ul style="list-style-type: none"> <li>Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Membicarakan permasalahan yang dialami dalam memahami teks ilmiah faktual (<i>factual report</i>) dan memulicakannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>  |   |               |   |
| <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks ekposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks ekposisi analitis tentang topik yang</p> | <p>Teks ekposisi analitis tentang topik yang hangat dibicarakan umum</p> <ul style="list-style-type: none"> <li>Fungsi sosial<br/>Menyatakan pendapat tentang berbagai topik secara analitis dan bertanggung jawab</li> <li>Struktur text (gagasan utama dan informasi rinci)               <ol style="list-style-type: none"> <li>Menyebutkan topik serta pandangan</li> </ol> </li> </ul> | <p>Mengamati</p> <ul style="list-style-type: none"> <li>Menyalin dengan tulisan tangan yang rapi beberapa teks ekposisi analitis tentang topik yang hangat dibicarakan umum dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Membaca dan mendengarkan teks ekposisi analitis tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks</li> </ul> | <ul style="list-style-type: none"> <li>Tingkat pemahaman fungsi sosial teks teks ekposisi analitis tentang topik yang hangat dibicarakan umum.</li> <li>Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks ekposisi analitis tentang topik yang hangat dibicarakan umum.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kata kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan.</li> </ul> | 8 JP          | <ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari</li> </ul> |

- 806 -



Lesson Plan of Senior High School  
Curriculum 2013 (K13)

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School : MA ALQODIRI GUMUKMAS  
Subject : English  
Class/ Semester : XI/ 1  
Major : Social (IPS)  
Material : Analytical Exposition text  
Skill : Writing  
Time Allocation : 8JPx 45 minutes

**A. Basic Competence**

Distinguish social functions, text structure and language features of several oral and written analytical exposition text by giving and asking information related to the actual issues based on the context of its use.

**B. Standard Competence**

Interpret contextually related social functions, text structure and language features of several oral and written analytical exposition text based on the actual issues

**C. Indicator**

1. Criticizing the topic of analytical exposition text systematically.
2. Constructing ideas based on generic structure of analytical exposition text accurately.
3. Composing analytical exposition text comprehensively.
4. Comparing students' writing result with their friends cooperatively.
5. Reviewing students' writing systematically.
6. Presenting writing result actively.

**D. Learning Objectives**

1. Students are able to criticize the topic of analytical exposition text systematically
2. Students are able to construct ideas based on generic structure of analytical exposition text accurately
3. Students are able to compose analytical exposition text comprehensively
4. Students are able to compare their writing result with their friends cooperatively.

5. Students are able to review their own writing systematically.
6. Students are able to present their result actively.

### **E. Social Function**

Express the opinions on various topic analytically and responsibly.

### **F. Text Structure**

(Main ideas and detailed information)

- a. Mention the topic and the position of the writer about the topic in general
- b. Mention a series of arguments, analytically with supporting statement and explanation
- c. Conclude by reiterating the writers' views and position

### **G. Language features**

- (1) Vocabulary related to the topic discussed
- (2) Vocabulary related to arrange the argumentation e.g Simple Present Tense, verb *be*, *have*, dan conjunction *first*, *similarly*, *finally*, dsb.
- (3) Singular and plural nominal use appropriately, with *a*, *the*, *this*, *those*, *my*, *their*, etc.
- (4) Utterance, word stress, intonation
- (5) Spelling dan punctuation

### **H. Material : Analytical Exposition text**

1. Experimental group : Digital Photograph
2. Control group : Textbook

### **I. Learning Media**

Media : Photos, textbook, power point, LCD, laptop

### **J. Learning Sources**

Digital photograph : Newspaper, internet

Textbook : English book of class XI

### **K. Teaching and learning process**

| EXPERIMENT GROUP  | CONTROL GROUP   |
|---|---|
| <i>Meeting 1</i>  |   |
| <i>Tuesday, 29<sup>th</sup> October 2019</i>  | <i>Wednesday, 30<sup>th</sup> October 2019</i>  |
| <b>Pre-activities:</b>  | <b>Pre-activities:</b>  |
| <ul style="list-style-type: none"> <li>Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> </ul> | <ul style="list-style-type: none"> <li>Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> </ul> |

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Teacher checks the students' readiness.</li> <li>• Teacher stimulates the students about the material and the reason why they learn it.</li> <li>• Teacher explains the learning objectives.</li> </ul> <p>Note : 10 minutes</p> | <ul style="list-style-type: none"> <li>• Teacher checks the students' readiness.</li> <li>• Teacher stimulates the students about the material and the reason why they learn it.</li> <li>• Teacher explains the learning objectives</li> </ul> <p>Note : 10 minutes</p> |
|---|--|

**Whilst-activities :**

- Teacher asks the students' ideas related to the photograph "Air Pollution" displays on the slide orally.
  - Teacher displays the example of analytical exposition text about " Air Pollution"
  - Students are divided into four groups to criticize the text and discuss the meaning, purpose and generic structure of analytical exposition.
  - Teacher displays the example of analytical exposition text and asks to the group to mention the generic structure.
- Note : 25 minutes

**Post-activities:**

- Teacher reviews the lesson
  - Closing the classroom activities
- Note : 10 minutes

**Whilst-activities :**

- Teacher asks the students' ideas related to the "Motorbikes" orally.
  - Teacher gives explanation about analytical exposition briefly.
  - Students are divided into four groups to find out and discuss the meaning, purpose and generic structure of analytical exposition.
  - Teacher asks students to open page 51 the example of analytical exposition text and asks to the group to mention the generic structure.
- Note : 25 minutes

**Post-activities:**

- Teacher reviews the lesson
  - Closing the classroom activities
- Note : 10 minutes

**Meeting 2**

*Tuesday, 29<sup>th</sup> October 2019*

*Wednesday, 30<sup>th</sup> October 2019*

**Pre-activities:**

- Teacher prepares their routine activities (greeting, praying and checking attendance list).
  - Teacher checks the students' readiness.
- Note : 10 minutes

**Pre-activities:**

- Teacher prepares their routine activities (greeting, praying and checking attendance list).
  - Teacher checks the students' readiness.
- Note : 10 minutes

**Whilst-activities :**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Students are divided into pairs</li> <li>• Teacher displays four photos “ Forest fire” as the topic.</li> <li>• Each pairs choose one of photos.</li> <li>• Teacher distributes the form of pre writing about “ Forest fire” and write down some important points use use column to list things.</li> <li>• Challenge them to list as many items as they can.</li> <li>• Students discuss with their pair to complete sentence on the form based on point collected.</li> </ul> | <p><b>Whilst-activities :</b></p> <ul style="list-style-type: none"> <li>• Students are divided into pairs</li> <li>• Teacher gives topic “Television” related to the textbook.</li> <li>• Teacher distributes the form of pre writing about “ Television” and write down some important points use use column to list things.</li> <li>• Students discuss with their pair to complete sentence on the form based on point collected.</li> </ul> |
|--|--|

Note : 25 minutes

Note : 25 minutes

**Post-activities:**

- Teacher reviews the lesson
- Closing the classroom activities

Note : 10 minutes

**Post-activities:**

- Teacher reviews the lesson
- Closing the classroom activities

Note : 10 minutes

**Meeting 3**

*Tuesday, 5<sup>th</sup> November 2019*

*Wednesday, 6<sup>th</sup> November 2019*

**Pre-activities:**

- Teacher prepares their routine activities (greeting, praying and checking attendance list).
- Teacher checks the students’ readiness.

Note : 10 minutes

**Pre-activities:**

- Teacher prepares their routine activities (greeting, praying and checking attendance list).
- Teacher checks the students’ readiness.

Note : 10 minutes

**Whilst-activities :**

- Teacher asks the students to write a paragraph based on analytical exposition text rule in pair

Note : 25 minutes

**Whilst-activities :**

- Teacher asks the students to write a paragraph based on analytical exposition text rule in pair

Note : 25 minutes

**Post-activities:**

- Teacher reviews the lesson
- Closing the classroom activities

**Post-activities:**

- Teacher reviews the lesson
- Closing the classroom activities

|   |   |
|---|---|
| Note : 10 minutes   | Note : 10 minutes   |
| <b>Meeting 4</b>  |   |
| <i>Tuesday, 5<sup>th</sup> November 2019</i>  | <i>Tuesday, 6<sup>th</sup> November 2019</i>  |
| <b>Pre-activities:</b> <ul style="list-style-type: none"> <li>Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> <li>Teacher checks the students' readiness.</li> </ul> Note : 10 minutes   | <b>Pre-activities:</b> <ul style="list-style-type: none"> <li>Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> <li>Teacher checks the students' readiness.</li> </ul> Note : 10 minutes   |
| <b>Whilst-activities :</b> <ul style="list-style-type: none"> <li>Students are asked to exchange their drafts with the other pairs</li> <li>Each pairs review and give a note to the draft of analytical exposition which focuses on the generic structure</li> </ul> Note : 25 minutes                             | <b>Whilst-activities :</b> <ul style="list-style-type: none"> <li>Students are asked to exchange their drafts with the other pairs</li> <li>Each pairs review and give a note to the draft of analytical exposition which focuses on the generic structure</li> </ul> Note : 25 minutes |
| <b>Post-activities:</b> <ul style="list-style-type: none"> <li>Teacher reviews the lesson</li> <li>Closing the classroom activities</li> </ul>  | <b>Post-activities:</b> <ul style="list-style-type: none"> <li>Teacher reviews the lesson</li> <li>Closing the classroom activities</li> </ul>  |
| <b>Meeting 5</b>  |   |
| <i>Tuesday, 12<sup>th</sup> November 2019</i>   | <i>Wednesday, 13<sup>th</sup> October 2019</i>  |
| <b>Pre-activities:</b> <ul style="list-style-type: none"> <li>Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> <li>Teacher checks the students' readiness.</li> </ul> Note : 10 minutes   | <b>Pre-activities:</b> <ul style="list-style-type: none"> <li>Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> <li>Teacher checks the students' readiness.</li> </ul> Note : 10 minutes   |
| <b>Whilst-activities :</b> <ul style="list-style-type: none"> <li>Teachers shows the materials in the LCD to remind the previous work along with the process of writing</li> <li>Students revise their writing draft</li> <li>Students compare their writing result with their friends</li> </ul> Note : 25 minutes | <b>Whilst-activities :</b> <ul style="list-style-type: none"> <li>Teachers remind the previous work along with the process of writing</li> <li>Students revise their writing draft</li> <li>Students compare their writing result with their friends</li> </ul> Note : 25 minutes       |
| <b>Post-activities:</b> <ul style="list-style-type: none"> <li>Teacher reviews the lesson</li> <li>Closing the classroom activities</li> </ul>  | <b>Post-activities:</b> <ul style="list-style-type: none"> <li>Teacher reviews the lesson</li> <li>Closing the classroom activities</li> </ul>  |
| <b>Meeting 6</b>  |   |
| <i>Tuesday, 12<sup>th</sup> November 2019</i>   | <i>Wednesday, 13<sup>th</sup> October 2019</i>  |
| <b>Pre-activities:</b>  | <b>Pre-activities:</b>  |



- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> <li>• Teacher checks the students' readiness.</li> </ul> <p>Note : 10 minutes</p> | <ul style="list-style-type: none"> <li>• Teacher prepares their routine activities (greeting, praying and checking attendance list).</li> <li>• Teacher checks the students' readiness.</li> </ul> <p>Note : 10 minutes</p> |
|---|---|

**Whilst-activities :**

- Students are asked to exchange their drafts with the other pairs
- Each pairs review and give a note to the draft of analytical exposition in which focus on the content, vocab, grammar and mechanics
- Students compare their writing result with their friends

Note : 25 minutes

**Whilst-activities :**

- Students are asked to exchange their drafts with the other pairs
- Each pairs revise and give a note to the draft of analytical exposition in which focus on the content, vocab, grammar and mechanics
- Students compare their writing result with their friends

Note : 25 minutes

**Post-activities:**

- Teacher reviews the lesson
- Closing the classroom activities

**Post-activities:**

- Teacher reviews the lesson
- Closing the classroom activities

**Meeting 7**

*Tuesday, 19<sup>th</sup> November 2019*

*Wednesday, 20<sup>th</sup> November 2019*

**Pre-activities:**

- Teacher prepares their routine activities (greeting, praying and checking attendance list).
- Teacher checks the students' readiness.

Note : 10 minutes

**Pre-activities:**

- Teacher prepares their routine activities (greeting, praying and checking attendance list).
- Teacher checks the students' readiness.

Note : 10 minutes

**Whilst-activities :**

- Teacher shows the materials in the LCD to remind the previous work along with the process of writing
- Students review their own writing
- Students present their result

Note : 25 minutes

**Whilst-activities :**

- Teacher reminds the previous work along with the process of writing
- Students review their own writing
- Students present their result

Note : 25 minutes

**Post-activities:**

- Teacher reviews the lesson.
- Teacher asks the students to prepare for post-test in the next meeting

**Post-activities:**

- Teacher reviews the lesson
- Teacher asks the students to prepare for post-test in the next meeting

**Meeting 8**

*Tuesday, 19<sup>th</sup> November 2019*

*Wednesday, 20<sup>th</sup> November 2019*

**Pre-activities:**

**Pre-activities:**

- Opening and Brainstorming

**Whilst-activities:**

- Teacher distributes the paper of post-test to the students individually
- Teacher shows the post-test by giving photos on the LCD and explains the instruction of post-test.
- Teacher asks the students to do the post-test during 60 minutes.

**Post-activities:**

- Teacher asks the students to submit the paper of post-test.
  - Teacher gives motivation and feedback about teaching and learning writing in analytical exposition text.
- Closing the classroom activities

- Opening and Brainstorming

**Whilst-activities:**

- Teacher distributes the paper of post-test to the students individually
- Teacher distributes the post-test
- Teacher asks the students to do the post-test during 60 minutes.

**Post-activities:**

- Teacher asks the students to submit the paper of post-test.
- Teacher gives motivation and feedback about teaching and learning writing in analytical exposition text.
- Closing the classroom activities

## L. Learning Assessment

Technique : Writing test

Test form : Subjective test (Essay)

Evaluation

Scoring rubric

| No   | Name | Writing Aspects |   |   |   |   | Score |
|--|------|-----------------|---|---|---|---|-------|
|  |      | 1               | 2 | 3 | 4 | 5 |       |
|  |      |                 |   |   |   |   |       |
| Note: 1. Organization, 2. Content, 3. Grammar, 4. Vocabulary, 5. Mechanics |      |                 |   |   |   |   |       |

Malang, 07 October 2019

The Researcher,

English Teacher,

(Nisrina Balqis Huwaida )  
NIM 201720560211025

(Djuwita Lailatul Hikmah)  
NPK 8930890154053

Appendix 6  
Rubric Assessment

### WRITING RUBRIC ASSESSMENT

Name : .....

Class/Number : ...../ .....

| Score               | 1<br>1. Organization  | 2<br>Grammar   | 3<br>Vocabulary  | 4<br>Content  | 5<br>Mechanic  |
|---------------------|---|--|--|---|--|
| 5<br>(Excellent)    | Appropriate title, effective introductory paragraph, topic is stated, leads to the body, supporting evidence given for generalization, conclusion logical and complete.   | Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no-fragments or run-on sentences. | Precise vocabulary usage; use of parallel structures; concise; register good.    | Interesting, well- stated main idea or topic sentence; uses logical plan with an effective beginning, middle and end; good flow of ideas from topic sentence to details in sequence | Correct spelling, grammar, and punctuation; complete sentences ; correct use of capitalization |
| 4<br>(Good)         | Adequate title, introduction, and conclusion; body of the text is acceptable but some evidence may be lacking, some ideas aren't fully developed, Sequence is logical but transitional expression may be absent or misused. | Advanced proficiency in grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragment or run-on sentences.                 | Attempts variety; good vocabulary; not wordy; register OK; style fairly concise. | Good main idea or topic sentence, main idea is fairly broad, has good beginning, middle, and sections; main idea and details are sequential, as appropriate                         | Few spelling errors; correct punctuation; complete sentences                                   |
| 3<br>(Satisfactory) | Mediocre or scant introduction and conclusion; problem with the order of the ideas in body; the generalizations may not fully supported by the evidence given; problem of organization interfere.                           | Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication; run-on sentences or fragment present.                  | Some vocabulary missed; lack awareness of register; may be too wordy.            | Clear main idea or topic is in first sentence; semidefined topic; attempts beginning, middle and sections; some order of main idea and details in sequence                          | Many spelling errors; incorrect punctuation; complete sentences                                |

|             |  |   |   |  |   |
|-------------|--|---|---|--|---|
| 2<br>(Fair) | Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort or organization. | Numerous serious grammar problems inference with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences. | Poor expression of ideas; problems in vocabulary; lacks variety of structure. | Keywords are not near the beginning, middle and end; ideas are not ordered   | Some spelling errors; most punctuation errors; incorrect use capitalization |
| 1<br>(Poor) | Absence of introduction or conclusion; no apparent organization on the body; severe lack of supporting evidence; writer has not made any effort to organize the composition.   | Severe problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.               | Inappropriate use of vocabulary; no concept of register or sentence variety.  | Keywords are unclear in the beginning, middle and end; ideas are not ordered | Spelling errors; most punctuation errors; incorrect use capitalization      |

Adapted from Brown (2003: 244-245)

Formula :  $\frac{\text{The students score}}{\text{Maximum score}} \times 100$

For example students get  $\frac{25}{25} \times 100 = 100$

***Students show cooperation, braveness and activeness.***

| No | Names | Affective indicators |            |
|----|-------|----------------------|------------|
|    |       | Cooperation          | Activeness |
| 1  |       |                      |            |
| 2  |       |                      |            |
| 3  |       |                      |            |
| 4  |       |                      |            |
| 5  |       |                      |            |
| 6  |       |                      |            |
| 7  |       |                      |            |
| 8  |       |                      |            |
| 9  |       |                      |            |
| 10 |       |                      |            |

Note: All aspects use scale 1 s.d. 4

1 = Poor ; 2 = Fair; 3 = Good; 4 = Very Good

The formula of scoring rubric

$$\text{final score} = \frac{\text{total score}}{2}$$

The range of scoring rubric based on permendikbud No. 81 A in 2013

Very good : 3,33 < Final score 4,00

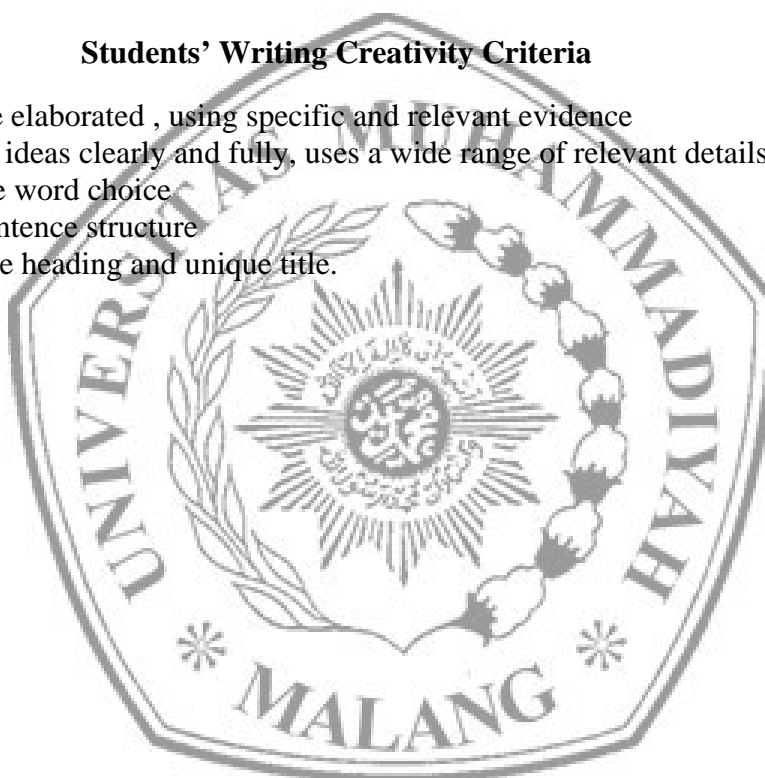
Good : 2,33 < Final score 3,33

Fair : 1,33 < Final score 2,33

Poor : Final score 1,33

### **Students' Writing Creativity Criteria**

1. Ideas are elaborated , using specific and relevant evidence
2. Develop ideas clearly and fully, uses a wide range of relevant details
3. Effective word choice
4. Good sentence structure
5. Complete heading and unique title.



Appendix 7  
Writing Test

FINAL TEST  
XI IPS 1 (Experimental Group)

Name :  
Class :  
St. Number :

**Choose one of the topics given bellow and compose an anlytical exposition text (200 words). Give at least two arguments plus an explanation to support your thesis statement.**

- a. Forest Fire



- b. Cars should be banned in the city.



- c. The importance of learning English



d. The impact of Television



FINAL TEST  
XI IPS 2 (Control Group)

Name :  
Class :  
St. Number :

**Choose one of the topics given bellow and compose an anlytical exposition text (200 words). Give at least two arguments plus an explanation to support your thesis statement.**

- e. Forest Fire
- f. Cars should be banned in the city.
- g. The importance of learning English
- h. The impact of Television





### Activity 1

Teacher asks the students' ideas related to the photograph "Air Pollution" displays on the slide orally.



### Activity 2

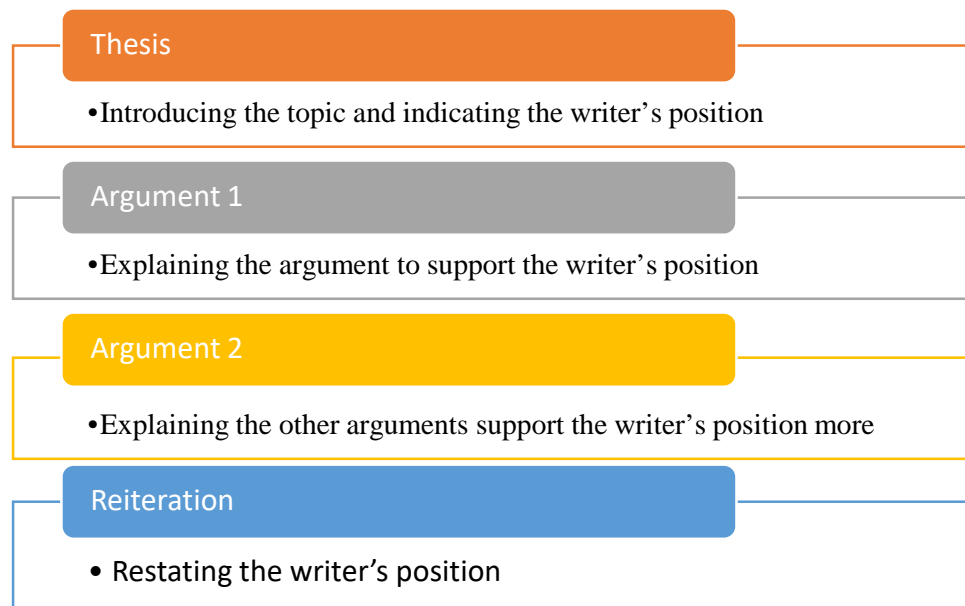
Teacher asks the students' ideas related to the photos "Air Pollution" orally.

### Activity 3

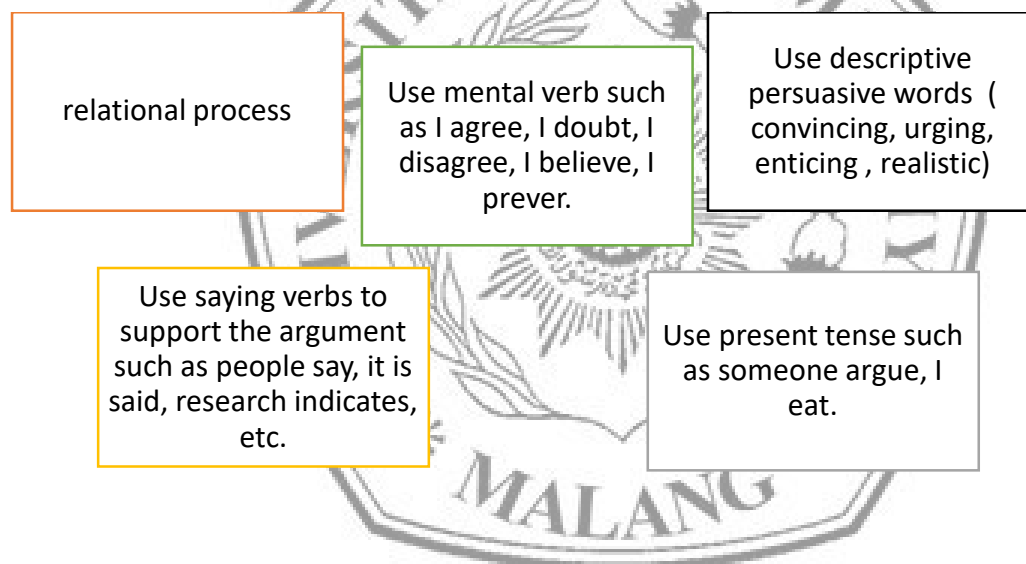
Teacher gives explanation about analytical exposition briefly.

**Analytical Exposition** is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

## 2. Generic Structure of Analytical Exposition



## 3. Language Features of Analytical Exposition



### TASK 1

Students are divided into four groups to find out and discuss the meaning, purpose and generic structure of analytical exposition.

### TASK 2

The example of analytical exposition text and each group mention the generic structure and give a reason

|                                 |  |
|---------------------------------|--|
| Text Organization               | Air Pollution Dangers  |
| Introduction (Thesis statement) | Air pollution affects so much more than just the air we breathe. Everything living has a need for clean, breathable air, from humans and animals, to plants and trees. These needs make fighting air pollution a major priority for everyone, to help heal and protect our planet and future.  |
| Argument 1+ elaboration         | First, air pollution is a common issue among large cities, anywhere in the world. High volumes of traffic, large industrial areas, and dense concentrations of people all contribute to the amount of pollution in the area. The effects of air pollution reach around the globe, wreak havoc on people, plants, and animals. Changes to air and water quality create dangerous and even deadly situations.  |
| Argument 2 + elaboration        | <b>Secondly</b> , breathing polluted air can cause damage to the heart and lungs. Similar to the effects of smoking tobacco, inhaling the particles in polluted air can cause people and animals to develop heart and lung disease that could eventually prove fatal. Those with certain medical conditions may find that high levels of air pollution aggravate their symptoms. People with asthma, allergies, and diseases resulting in breathing problems are usually the worst affected. |
| Argument 3 + elaboration        | <b>Thirdly</b> , when pollutants are present in the air, plant life will breathe these particles in, as well. This causes serious problems within the cells of the plant, resulting in poor growth and possibly death of the plant. The residue from the chemicals and pollution in the air deposits itself onto plants, preventing necessary photosynthesis from taking place. Without the ability to receive proper sunlight, plants quickly discolor and die.                             |
| Argument 4 + elaboration        | <b>Finally</b> , The moisture in the atmosphere picks up the dangerous chemicals and pollutants in the air, creating even further problems for the environment. The resulting acid rain can find its way into ground water and other waterways, creating a dangerous situation for plants, animals and humans alike. Air pollution contributes to water and soil pollution that can be disastrous for all living creatures.  |

|  |  |
|--|--|
| Conclusion<br>(Reiteration of<br>thesis statement) | <b>In conclusion</b> , we as citizens of the planet must take<br>active steps to curb air pollution by being conscious of<br>our actions |
|--|--|

#### Activity 4

1. Students are divided into pairs
2. Teacher distributes the form of pre writing about “ Forest Fire” and write down some important points use column to list things.
3. Each pairs choose one of photos.
4. Students discuss with their pair to complete sentence on the form based on point collected.





**Table of pre writing**

|                 |  |
|-----------------|--|
| Topic           | Forest fire                            |
| First argument  | Focus on:<br><br>1.<br><br>2.<br><br>3 |
| Second argument | Focus on:                              |

|                |                            |
|----------------|----------------------------|
|                | 1.<br>2.<br>3              |
| Third argument | Focus on:<br>1.<br>2.<br>3 |

### TASK 3

Teacher asks the students to write a paragraph based on analytical exposition text rule in pair

**Let's practice !**

#### Introduction

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#### Argument 1+ Elaboration

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#### Argument 2+ Elaboration

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#### Argument 3+ Elaboration

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#### Argument 4+ Elaboration

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**Conclusion ( Reiteration of thesis statement)**

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**Activity 5**

- Students are asked to exchange their drafts with the other pairs
- Each pairs revise and give a note to the draft of analytical exposition in which focus on the generic structure

**Activity 6**

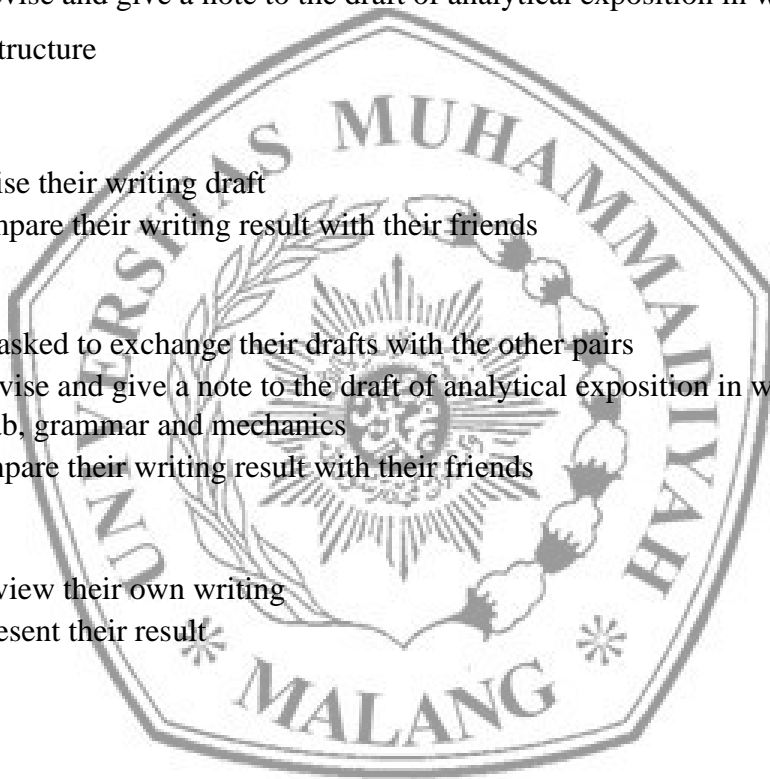
- Students revise their writing draft
- Students compare their writing result with their friends

**Activity 7**

- Students are asked to exchange their drafts with the other pairs
- Each pairs revise and give a note to the draft of analytical exposition in which focus on the content, vocab, grammar and mechanics
- Students compare their writing result with their friends

**TASK 4**

- Students review their own writing
- Students present their result



### Activity 1

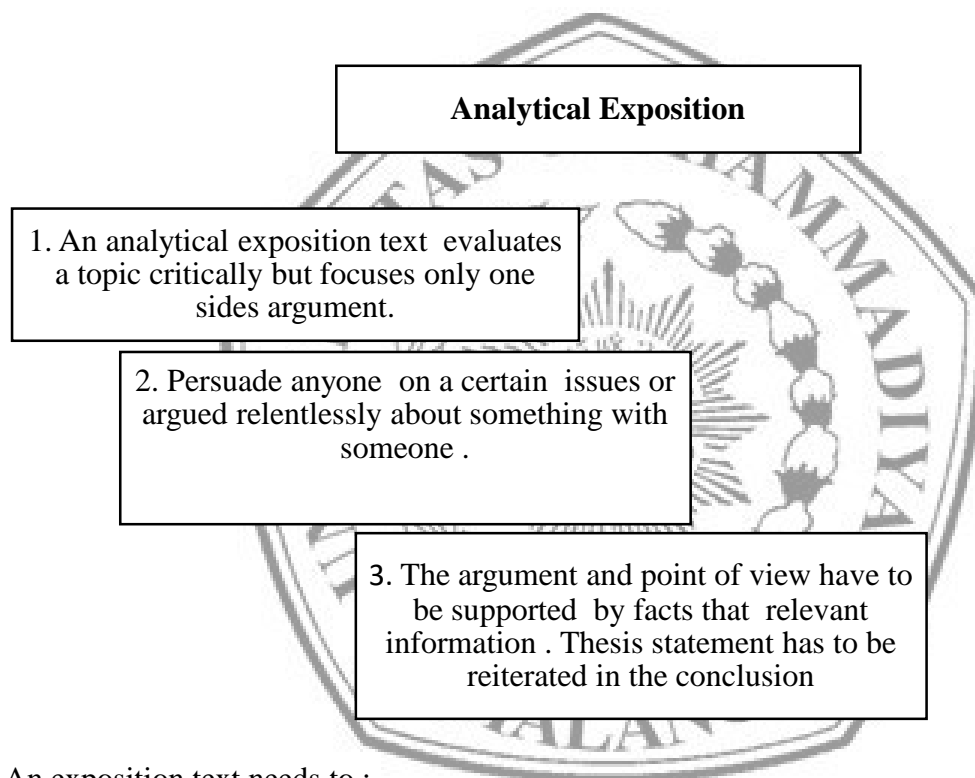
Teacher asks the students' ideas related to the "Banning Motorbikes" orally.

### Activity 2

Teacher asks the students' ideas related to the "Motorbikes" orally.

### Activity 3

Teacher gives explanation about analytical exposition briefly.



An exposition text needs to :

- a. Clearly state the point of view
- b. Use valid research findings to support the writer's points
- c. Defend the writer's viewpoint
- d. Support the viewpoint with charts, graphs.

Structure of exposition text:

- a. Title: Tells about the topic.
- b. Introduction : States the thesis statement of your text
- c. Support viewpoints with factual data like graphs and charts
- d. Conclusion : Restatement of thesis statement



### Language features of an exposition texts

- a) Use descriptive persuasive words with emotive connotations to emphasize the writer viewpoint. these words can either be positive or negative. Use thesaurus to find an appropriate word. For example:
  - Instead of using “bad” use appalling, unfavorable, terrible
  - Inttead of using “good” use fantastic, increadible, momentous, remarkable
  - Instead of using “persuading” use convincing, urging, enticing , realistic
  - Instead of using “persuasive” use credible, realistic, rational, coherent.
- b) Use present tense such as lions live, I eat.
- c) Use mental verb such as I agree, I doubt, I disagree, I believe, I prever.
- d) Use saying verbs to support the argument such as peaple say, it is said, research indicates, etc.
- e) Use connecting words

### TASK 1

Students are divided into four groups to find out and discuss the meaning, purpose and generic structure of analytical exposition.

### TASK 2

- Teacher asks the students to open page (51)

The example of analytical exposition text and each group mention the generic structure and give a reason

| Text Organization                | Banning motorbikes is necessary in housing areas   | Language Feature  |
|----------------------------------|--|---|
| Introduction ( Thesis statement) | Motorbikes are nuisance and a cause for great distres. <b>Even though</b> motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. <b>I think</b> motorbikes should be banned in housing areas due to the following reasons : cause of <b>unreasonable</b> amount of noise, air pollution, diseases, and accidents. | Mental verb :<br><br><b>I think</b><br><br><b>I believe</b> |

|                             |   |  |
|-----------------------------|---|--|
| Argument 1 +<br>elaboration | <p><b>First of all</b>, I would like to point out that motorbikes are a major contributor to the pollution in the world. <b>Research</b> has shown that motorbikes <b>emit</b> a deadly gas that is dangerous for the environment.</p> <p><b>Consequently</b>, long term emission of gas from motorbikes is a major contributor a global warming (science dialy)</p>  | <p><b>Conjunctive relations :</b></p> <p><b>First of all</b></p> <p><b>Secondly</b></p> <p><b>Causal conjunction:</b></p> <p><b>Consequently</b></p> |
| Argument 2 +<br>elaboration | <p><b>Secondly</b>, according to a report from BBC news channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger of asthma and high blood pressure. Some of diseases are so ghastly that they can kill people (BBC news, 2009)</p>  | <p>Generic reference</p> <p><b>Accidents</b></p>   |
| Argument 3 +<br>elaboration | <p><b>Furthermore</b>, motorbikes create so much noise. There is “vroom, vroom” noise everywhere. It is <b>extremely difficult</b> to sleep. <b>Parent</b> with infants find it extremely <b>challenging</b>. The moment their babies fall a sleep, one or another motorbike passes by and the baby wakes up. It is also <b>arduous</b> for <b>children</b> to concentrate on their homework. <b>Experts</b> are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993)</p> | <p>Present tense :</p> <p><b>Are responsible</b></p> <p><b>Go so fast</b></p> <p><b>Are known</b></p>  |
| Argument 4 +<br>elaboration | <p><b>Finally</b>, motorbikes are responsible for horrible <b>accidents</b>. In some cases, there are deaths. Motorbikes rider <b>go so fast</b> that they are unable to stop on time thus they end up hitting other people or animals.</p>   |  |

|   |  |  |
|---|--|--|
|   | Many times alot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road ( Field, 1993). |  |
| Conclusion ( Reiteration of thesis statement) | <b>In conclusion</b> , from the arguments above, I strongly believe that motorbikes should be banned from housing areas.                       |  |

#### Activity 4

- Students are divided into pairs
- Teacher distributes the form of pre writing about “ Television” and write down some important points use column to list things.
- Each pairs choose one of photos.
- Students discuss with their pair to complete sentence on the form based on point collected.

#### Table of pre writing

|                 |                            |
|-----------------|----------------------------|
| Topic           | Television                 |
| First argument  | Focus on:<br>1.<br>2.<br>3 |
| Second argument | Focus on:<br>1.<br>2.<br>3 |
| Third argument  | Focus on:<br>1.<br>2.<br>3 |

### TASK 3

Teacher asks the students to write a paragraph based on analytical exposition text rule in pair

#### Let's practice !

The article given below is uncomplete.

Complete it using the format of an analytical exposition text and give it suitable title

#### Introduction

Television is the most popular form of the entertainment in every household in Indonesia.

However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

#### Argument 1+ Elaboration

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#### Argument 2+ Elaboration

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#### Argument 3+ Elaboration

.....

.....

.....

.....

#### Argument 4+ Elaboration

.....

.....

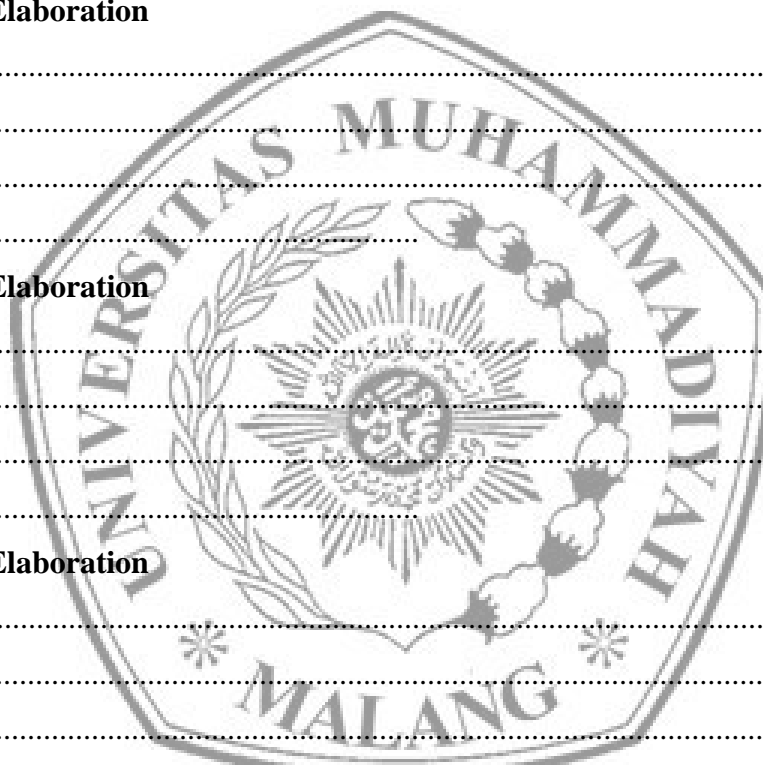
.....

.....

#### Conclusion ( Reiteration of thesis statement)

.....

.....



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### Activity 5

- Students are asked to exchange their drafts with the other pairs
- Each pairs revise and give a note to the draft of analytical exposition in which focus on the generic structure

### Activity 6

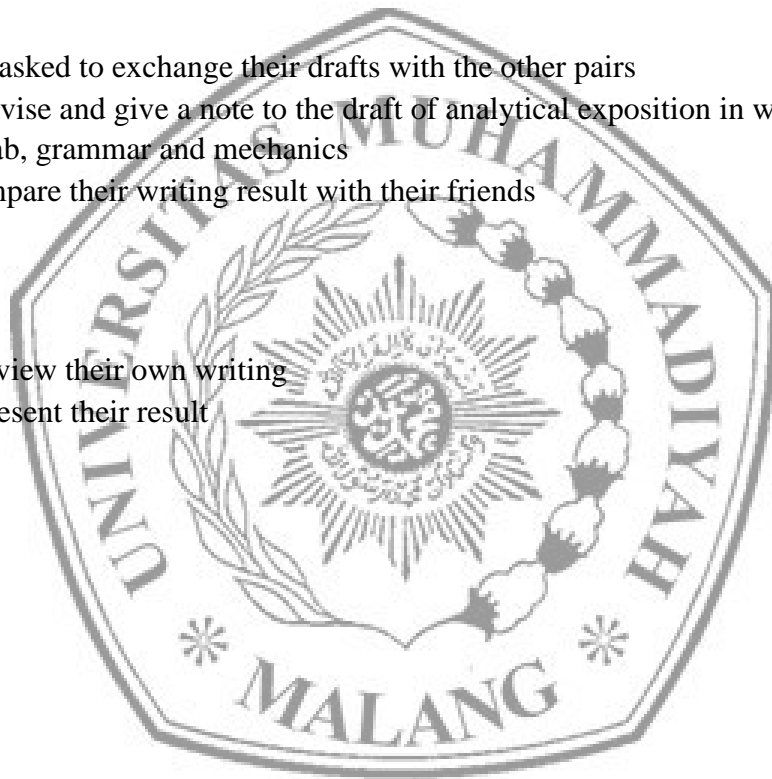
- Students revise their writing draft
- Students compare their writing result with their friends

### Activity 7

- Students are asked to exchange their drafts with the other pairs
- Each pairs revise and give a note to the draft of analytical exposition in which focus on the content, vocab, grammar and mechanics
- Students compare their writing result with their friends

### TASK 4

- Students review their own writing
- Students present their result



**POST TEST SCORES**

| No | Control Group |         | Average | Experimental Group |         | Average |
|----|---------------|---------|---------|--------------------|---------|---------|
|    | Rater 1       | Rater 2 |         | Rater 1            | Rater 2 |         |
| 1  | 76            | 74      | 75      | 66                 | 68      | 67      |
| 2  | 70            | 72      | 71      | 64                 | 64      | 64      |
| 3  | 71            | 72      | 71.5    | 67                 | 68      | 67.5    |
| 4  | 84            | 83      | 83.5    | 61                 | 60      | 60.5    |
| 5  | 75            | 76      | 75.5    | 70                 | 72      | 71      |
| 6  | 86            | 88      | 87      | 32                 | 31      | 31.5    |
| 7  | 60            | 60      | 60      | 75                 | 76      | 75.5    |
| 8  | 76            | 75      | 75.5    | 87                 | 88      | 87.5    |
| 9  | 83            | 84      | 83.5    | 75                 | 76      | 75.5    |
| 10 | 80            | 80      | 80      | 80                 | 79      | 79.5    |
| 11 | 80            | 80      | 80      | 72                 | 70      | 71      |
| 12 | 72            | 71      | 71.5    | 88                 | 88      | 88      |
| 13 | 83            | 84      | 83.5    | 92                 | 91      | 91.5    |
| 14 | 84            | 82      | 83      | 72                 | 70      | 71      |
| 15 | 65            | 68      | 66.5    | 68                 | 65      | 66.5    |
| 16 | 80            | 79      | 79.5    | 64                 | 63      | 63.5    |

